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ABSTRACT

As a major step in an effort to provide programming to a broad population of training and development educators, a needs assessment was conducted among Northeast Ohio educators whose professional activities occur in health, government, nonprofit, and business organizations. Of 250 postsecondary education questionnaires, eighty were returned in a form usable for analysis. Major findings included (1) the identification, classification, and prioritization of twenty-four competencies relevant to training and development educators; (2) the need among 58% of business, government, health care, and nonprofit organizations for master's level preparation and among 76% for additional course work; and (3) the needs of business, government, health care, and nonprofit organizations for educational specialists prepared at baccalaureate (67% of respondents), graduate (62% of respondents), and nondegree (93% of respondents) levels. It was concluded that a significant need exists for degree and nondegree programming among training and development educators, that colleges of education already deliver instruction in the majority of training and development competencies, and that organizations with training and development operations represent a viable new market for educators. (The postsecondary education questionnaire is appended.) (Author/CSS)

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Training and Development Specialists: Competencies for Performance and Markets for Employment in Northeast Ohio.

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Abstract

Organizational Training and Development includes a diverse population of adult educators. Colleges of education have typically focused upon the needs of elementary and secondary school personnel. The needs assessment described in this paper represents the major step in an effort to provide programming to the broad population of training and development educators. Major findings included: The identification, classification and priortization of 24 competencies relevant to training and development educators; the need among 53 percent of business, government, health care and nonprofit organization respondents for preparation at the master's level and among 76 percent for additional course work; and the needs of business, government, health care and nonprofit organizations for educational specialists prepared at baccalaureate (67 percent of respondents), graduate (62 percent of respondents) and nondegree level (93 percent of respondents). It was concluded that a significant need exists for degree and nondegree programming among training and development educators, that colleges of education already delivers instruction in the majority of training and development competencies; and that organizations with training and development operations represent a viable new market for educators.

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Introduction

Organizational training and development educators are a diverse population. Meeting their professional needs represents one of the greatest opportunities facing colleges of education. The purpose of this paper is to describe the process and report the results of a needs assessment conducted among Northeast Ohio educators whose professional activities occur in health, government, nonprofit and business organizations.

Background

For nearly a decade, The Cleveland State University College of Education has delivered a master's degree program under the title, Graduate Program in Higher Education (Appendix A). This program has educated hundreds of counselors, instructors and administrators for mid-level positions in colleges and universities. Recently, student and employer interests have combined to suggest a broadening of program emphasis to also serve professional educators in business and health care facilities, government training programs and other nonprofit agencies, such as museums, private welfare institutions and professional societies.

Following this broad emphasis, a redesigned Graduate Program in Postsecondary Education could emerge. Postsecondary Education would then be viewed as education beyond high school, including two and four year colleges and universities, institutes, proprietary schools, business and industry training programs and educational agencies that serve adult populations in any setting.

Could a master's degree program serve so universal a clientele? The question raises several important issues. As a general concern, colleges of education have concentrated almost exclusively on elementary and secondary teacher preparation or attendant specialties such as school administration. The Cleveland State University College of Education, like many others, has been staffed by specialists in elementary and secondary schooling, employing only a small cadre of higher and adult education specialists. From this perspective, staff development was of some concern.

Other specific issues were reflected in the need to identify both the job market for postsecondary education specialists and the specific contents and competencies most needed by educators working in noncollegiate environments. Over the years, several training and development specialists found their way to the Graduate Program in Higher Education from Northeast Ohio health care and business organizations. As students, they expressed a general need for the types of skills and conceptual learning which higher education specialists receive. Despite such interest, the Program's leaders could not readily assess the specific conceptual and skill needs among the broad population of training and development personnel.

It was also obvious that some components of the existing Program already treated needed competencies and content, but which ones? Which necessary competencies were absent?

Clearly, each of these issues needed careful consideration before decisions affecting the Graduate Program were made.

With appropriate information, College of Education program planners could review staff availability as well as other institutional resources and then initiate the process of planning and delivering a Graduate

Program in Postsecondary Education rather than a Graduate Program in Higher Education.

The goals related to Graduate Program development included:

1. Making the College of Education responsive to the needs of previously unserved but prospective students.
2. Serving the community of professional post-secondary educators by identifying their needs and delivering a program to meet those needs.
3. Identifying the need for educational specialists among the business, health care, nonprofit and government organizations of Northeastern Ohio.
4. Demonstrating the potential for program flexibility in an urban College of Education.

As a first step in achieving these goals, a curriculum development grant was obtained from The University's Center for Effective Learning. The grant provided $2,500 to serve in the development and utilization of a needs assessment directed at the various communities of postsecondary educators and to hire consultants to conduct workshops aimed at faculty involved in teaching courses in the Program. In general, the needs assessment would be designed to identify the new market while establishing a clear picture of the competencies incumbent in the role of training and development specialist.

Related Inquiry

As a first step in developing a needs assessment geared to accomplishing the program development goals, an initial review of training

and development competencies and the nature of postsecondary education was conducted.

A volunteer panel of training and development specialists was invited to assemble following calls from Program leaders to a variety of business organizations, health care facilities, community agencies and local institutions including museums and foundations. The panel of eight, meeting twice in conference with Program Faculty, provided initial information bearing upon the need for training and development specialists in non-collegiate sectors, prior research related to the competencies of training and development specialists and a general assessment of the existing Graduate Program in Higher Education as a vehicle for further development.

Using this guidance, program leaders set out to review research and working documents relative to the competencies of trainers in noncollegiate settings. Among these are documents developed by the Public Service Commission of Canada and the U. S. Civil Service Commission.[1, 2, 3, 4] They identify broad areas of competency related to instructional and consulting skills required by training and development personnel in public service agencies. An illustrative list of these skills includes, but is not limited to, skills in communication, course design, program evaluation, training materials and equipment, and needs analysis. A connection between these competency areas and the methodologies of teaching normally addressed by colleges of education can be easily seen. Other items on the Public Service Commission's list which are less known, even to higher and adult education specialists, include the use of business literature, organizational development theory and manpower planning.

Briers[5] has identified six important capabilities required of industrial technologists: literature of business, management develop-

ment, organizational structure, business as an institution, group and personal dynamics, and training issues. The similarity of items from the public service agency documents and the Briers list, to competencies common to the training of higher education personnel is again instructive. The capabilities required of industrial technologists did range further from traditional college of education training than did the list developed for use in public service agencies.

Also of interest to program leaders were the means by which training and development specialists gain knowledge and skills. Here the literature of adult education was instructive. Space will not permit review of the vast literature concerned with adult learning; however, an examination of literature related to Knowles[6, 7, 8] assumptions and processes of pedagogy and androgogy served as a beginning point. The research of Kolb[9] and Kolb and Plovnick[10] in the development of learning style inventories for learners in professional training settings was instructive. Working documents such as the Methods Identifier for Gaining Knowledge, Skill and Attitudes[11] were particularly helpful since they are in actual use in corporate settings.

Finally, an outside consultant was asked to identify and define the various sectors which comprise noncollegiate postsecondary education and to report, through consulation with Program faculty, on educational and training activities of these sectors.

Purpose of the Assessment

The needs assessment described in this paper was undertaken to: (A) Assess the need for baccalaureate and master's level training and development specialists in business, health, government and nonprofit

organizations in Northeast Ohio; (B) Assess the need for nondegree continuing education for training and development specialists; (C) Identify the competencies needed by training and development specialists; (D) Assess the competencies training and development personnel thought were most essential to a postsecondary education program; and (E) Identify the background, prior training and associated personnel characteristics of incumbent training and development specialists.

Methodology of Assessment

To accomplish the purpose of assessment, a mail survey technique was chosen, using a specifically designed questionnaire instrument. This process would provide data which could be analyzed using statistical measures. Mail surveys, particularly when conducted with the endorsement of a professional association where membership represents the target population, can be most economical and efficient. Additionally, this method offered the advantages of yielding appropriate data while assuring the broadest possible representation of respondents.

Procedure

Sampling: For the purpose of this needs assessment, the survey population was identified as the membership of the American Society for Training and Development (ASTD) of the Northeast Ohio region. This region includes members from Cuyahoga and four surrounding counties. ASTD membership was deemed appropriate as the Association welcomes and enrolls persons from a variety of settings including businesses, health care institutions and community agencies of many types.

ASTD membership rolls listed 250 persons at the time of survey distribution. Of these members, approximately 100 were reported by ASTD officers as active in society affairs. The most important group for the assessment survey was directors of training and development operations. While membership was known to include many directors, also included were persons who play a variety of roles in training and development or in general adult education.

Instrumentation: A three-part survey questionnaire (Appendix B) was designed. Part I consisted of ten questions, each constructed to yield data about the nature of training and development in the respondent's work setting. Items for this section were devised following suggestions from program instructors, the volunteer panel of training and development specialists, and the outside consultant. The ten items included five which required a YES/NO answer with comments, one item which called for a single open response, and four items which called upon the respondent to select answers from a set of specific options.

Part II consisted of a grid listing 23 areas of competency. Respondents were asked to check off the competencies which they considered appropriate for a training and development person working as an Instructor, Designer, Manager, Consultant or Counselor. Items for Part II were suggested by the public service agency's competency lists. Selected items were modified or augmented with objectives (Appendix C) from the Graduate Program in Higher Education and with suggestions from experts.

Part III of the questionnaire consisted of five questions. Each asked the respondent to contribute information regarding their personal experience and background in the field of training and development. The items were designed following expert consultation as with Parts I and II.

The questionnaire was revised following a review of items and format by two recognized experts in postsecondary and adult education and the volunteer panel of training and development specialists. The questionnaire was next administered to a group of eight training and development specialists. Final adjustments were then made in format and individual item content.

Distribution: The questionnaire along with a cover letter (Appendix D) were mailed to the assessment population on January 2, 1979. The distribution date of January 2, 1979, was chosen to follow the New Year when holidays would not interrupt the requested two-week response time. Returns were requested prior to January 16, 1979.

On January 30, 1979, two weeks following the requested return date and without follow-up, the data gathering portion of the assessment was concluded and the raw data assembled for analysis.

Analysis and Findings

Of the 250 Postsecondary Education Questionnaires (PEQ), 80 were returned in a form usable for analysis. Among the 80 respondents were 48 males and 32 females (Table 1a). The majority of subjects (56 percent) held a bachelor's degree. Twenty-eight percent held the master's degree, while 10 percent of the subjects reported holding a doctorate. Table 1b reports the respondents' job titles (item 1) and background prior to entering the training and development field.

Table 2 illustrates summary statistics for responses of all subjects to PEQ, Part I, items 1, 2, 3, 4, 5, 8, 9, and 10, and the mean for item 6. It should be noted that the results from the part of item 1

Table 1a
Summary Statistics for Part III, Items 2 and 4
For All PEQ* Respondents

Item		Statistic
(2.) Subject's Highest Education	Non Degree	6%
	Bachelor	32%
	Bachelor +	24%
	Master	17%
	Master +	11%
	Doctorate	9%
	Doctorate +	1%
(4.) Sex	Male	N = 48
	Female	N = 32

Table 1b
Tabulation of Comments for Part III, Items 1 and 3
For All PEQ Respondents*

Question	Comment
(1.) Current Job Title	Training Mgr. (26) Training and Development Mgr. (3) Director of Education Staff Development/Human Resources Mgr. (13) Director of Education (9) Organizational Devel. Mgr. (3) Asst. Administrator Hospital Ed. (6) Financial Specialist (2) Executive Director (2) Program Director (1)
(3.) How Field of T & D Was Entered	Choice (3) Promotion (12) Transfer (2) Organizational Need (7) Military (3) Nursing (8) Teaching (9) Personnel (3) Sales (1) Communications (7)

*Note: Number (N) in parentheses of respondents

Table 2

Summary Statistics of All Subject's Responses to Part I of the PEQ

Item	Statistics	
(1.) Does Organization Employ T & D Personnel	Yes = 94%	No = 6%
If Yes, Degree (Mean %)	None:	48%
	Bachelor:	63%
	Masters:	45%
	Doctorate:	24%
(2.) Need for Bachelors T & D Personnel	Yes = 67%	No = 33%
(3.) Need for Grad. T & D Personnel	Yes = 62%	No = 37%
(4.) Need of T & D for Non Degree Courses	Yes = 93%	No = 5%
(5.) Financial Support to T & D Personnel	Yes = 92%	No = 8%
(6.) Mean Number of T & D Openings in next 12 mos.	Range = 1 to 9 Mean = 1.9	

Table 2 (cont'd)

Summary Statistics of All Subject's Responses Part I of the PEQ

(8.) Job Market for T & D Personnel	Excellent:	7%
	Good:	26%
	Fair:	38%
	Poor:	30%
(9.) Turnover of T & D Personnel	Rapid:	4%
	Occasional:	46%
	Stable:	50%
(10.) Description of T & D Personnel*	Careers are Young	: 56%
	Held Several Positions in Organ.	: 51%
	Moving to Leadership Position	: 49%
	Former School Educators	: 41%
	Careers Established	: 38%
	Laterally Moved	: 35%
	Business Persons with O.D.	: 31%
	Trained O.D.'s	: 28%
	Career Outside O.D.	: 26%
	Little Previous Knowledge of O.D. or Business	: 20%
	Other	: 12%

*Note: Descriptors ranked from high to low in frequency of occurence

which referred to "the number of persons employed" were not included owing to frequent misinterpretation of the item's meaning by respondents.

The vast majority of subjects (94 percent) identified their organizations as employers of training and development personnel. Forty-eight percent reported employment of some nondegreed persons. Sixty-three percent reported employment of some persons who held a bachelor's degree. Forty-five percent reported employment of some master's degree personnel, while 24 percent of the subjects indicated that their organization employed training and development persons who in some cases held doctoral degrees. The data identify a standard for employment which includes advanced education.

Over 60 percent of the subjects reported a need which existed for personnel with either the bachelor's or master's degree. What is more, 93 percent of the subjects reported a need for courses not necessarily leading to a degree. It would appear that an impetus exists not only for degree achievement but also for course work applied to inservice education objectives.

Data from item 10 of Part I provide additional insight to this identified need for advanced preparation. The assessment subjects were asked to describe training and development personnel in their organization by selecting appropriate descriptors from among 11 possibilities. The four most frequent responses included: persons whose careers are young, persons who have held several positions in the organization, persons moving to leadership positions and former school educators. These responses identify training and development persons whose need for further education might be viewed as immediate. For example, persons whose careers are young have had little opportunity to develop competencies solely through experience and may, therefore, benefit from advanced educational programming. Persons who have held several positions

in an organization may require immediate training to facilitate their current role before moving on to still other organizational roles. Even former school educators, having been formally trained as instructors, may require continued education to master new competencies. Only 20 percent of the subjects described any of their organization's training and development personnel as having no previous knowledge of training and development as a professional activity.

A case in favor of degree program development was established by the reported need for bachelor's and master's level specialists and the data reporting characteristics of current training and development personnel.

However, the case in favor of degree program development can be no stronger than the market for graduates. Item 6, 8 and 9 of Part I addressed the question of potential employment. Sixty-four percent of the subjects indicated that the job market for training and development personnel was fair to good meaning that occasional openings occured, while 33 percent responded that the market was good to excellent meaning that openings occured frequently. These perceptions were illuminating at a time of economic uncertainty, projected recession and the migration of business and industry from areas such as Northeast Ohio to Southern regions. Fifty percent of the respondents identified occasional turnover among their training and development personnel, while the remaining subjects identified their staffs as stable. The mean number of projected training and development position openings for 1979 was 1.9. The range of reported position openings was 1 to 9 suggesting again that the turnover of personnel is not frantic but that opportunities certainly occur.

Ninety-two percent of the respondents reported that their organization

provided financial support to the continuing education of training and development staff. Types of support included tuition reimbursement, released time, paid internships, leaves of absence, salary increase, travel and seminar expense.

In addition to reviewing the responses of all subjects to the PEQ, responses to selected items were analyzed by comparing four organizational groups identified in item 7, Part I. These groups were: 1. Health care institutions (HLT), 2. Government agencies (GOV), 3. Nonprofit agencies (NPR), and 4. Business (BUS). Chi square tests were computed for the data illustrated in Table 3 to determine whether the four groups differed significantly ($p < .05$) on items 2, 3, 4, 5, 8, 9 and all parts of item 10. The only item where groups differed was among those listed in item 10, "Business persons with some organizational development (O.D.) training." Obviously, the subjects associated with business organizations had more frequently checked this item than the subjects from health, government or nonprofit organizations. Hence, with the exception of this item, responses based on group identification are similar to the general population responses reported in Table 1.

Though statistically nonsignificant, several differences among organizational types warrant discussion. One hundred percent of subjects representing health care institutions, 86 percent representing government agencies, and 98 percent representing business enterprises indicated that their organization employs training and development personnel. Of the subjects responding from nonprofit organizations, only 57 percent reported employing training and development specialists which may reflect limited financial considerations among such agencies.

Results were similar for items dealing with the need for bachelor's,

Table 3

Percent Responses to Part I of Questionnaire for Health (HLT), Government (GOV), Non Profit (NPR), and Business (BUS) Groups*

		HLT (22)	GOV (7)	NPR (7)	BUS (45)
(1.) Do you employ T & D	Yes	100% (22)	86% (6)	57% (4)	98% (44)
	No	0%	14% (1)	43% (3)	2% (1)
(2.) Need Bach. T & D People	Yes	82% (18)	86% (6)	43% (3)	60% (25)
	No	14% (3)	14% (1)	57% (4)	40% (17)
(3.) Need Grad. T & D People	Yes	76% (16)	67% (4)	57% (4)	55% (22)
	No	19% (4)	33% (2)	43% (3)	45% (18)
(4.) Need Non-Degree for T & D	Yes	100% (22)	86% (6)	67% (4)	96% (42)
	No	0%	0%	33% (2)	4% (2)
(5.) Financial Support	Yes	100% (23)	71% (5)	57% (4)	96% (43)
	No	0%	29% (2)	43% (3)	4% (2)
(8.) Job Market for T & D	Excellent	5% (1)	0%	0%	9% (4)
	Good	27% (6)	14% (1)	20% (1)	28% (12)
	Fair	36% (8)	57% (4)	20% (1)	37% (16)
	Poor	32% (7)	29% (2)	60% (13)	26% (11)
(9.) Turnover of T & D	Rapid	5% (1)	0%	0%	5% (2)
	Occasional	36% (8)	67% (4)	40% (2)	49% (21)
	Stable	59% (13)	33% (2)	60% (3)	46% (20)
(10.) (% Checked)					
Trained T & D		30%	33%	14%	28%
Bus with O.D.#		17%	16%	0%	44%
School Educators		30%	66%	42%	42%
Persons with Little O.D.		22%	17%	14%	20%
Person Outside Career		35%	17%	0%	27%
Person to Leadership		52%	50%	57%	47%

*Number (N) in Parentheses

Table 3 (cont'd)
Percent Responses to Part I of Questionnaire for Health (HLT), Government (GOV), Non Profit (NPR), and Business (BUS) Groups

(10.) (% Checked)				
Person Moved Laterally	43%	50%	29%	29%
Person Held Second Pos.	70%	33%	29%	47%
Person's Career Young	65%	50%	29%	56%
Person's Career Established	30%	50%	29%	42%
Other	17%	33%	14%	30%

master's and nondegree courses of study. Subjects representing health and government sectors identified a need for bachelor's level personnel in 82 percent and 86 percent of their responses. Sixty percent of the business sector respondents indicated a similar need while less than 50 percent of the nonprofit sector respondents concurred. Findings vary slightly when considering the need for master's level personnel. Again, government (67 percent) and health (76 percent) sectors lead in asserting a need for personnel holding a graduate degree. Seventy-six percent of respondents from health care organizations asserted the need for master's level specialists. A higher percentage of subjects from nonprofit organizations (57 percent) expressed the need for graduate degree personnel than did business sector respondents (55 percent).

All four organizational types were reported to need courses not necessarily leading to a degree. Ninety-six percent of business and health sector respondents identified this need, while 86 percent of government and 67 percent of nonprofit respondents agreed.

When distributed across the four organizational types, the characteristics of current training and development personnel remain constant for health, government and business organizations. Identified most often as characteristic were persons with young careers, those moving to leadership positions, persons with school education backgrounds and those who have held more than one position in an organization. Subjects from the nonprofit sector must often identified persons moving to leadership positions and former school educators as characteristic.

More than 68 percent of the subjects from health, government and business sectors indicated that the job market for training and development personnel was fair to excellent. Only in the case of nonprofit organizations were the job prospects seen by more than 50 percent of the

respondents as poor. Fifty-nine percent of the health and 60 percent of the nonprofit organizations identified the turnover of training and development personnel in their organizations as stable. However, 53 percent of business and 67 percent of government respondents characterized the turnover of personnel as occasional or even rapid.

All four organizational types provide financial assistance for continued education. Evidence of this support is strongest in the health care and business sectors. One hundred percent of health care respondents and 96 percent of business respondents indicated that financial support was available from the organization. Seventy-one percent of the respondents from business and 57 percent from the nonprofit sector indicated similar support.

Viewed in summary, the Part I findings identify a need for continuing education and degree programs among training and development personnel in Northeast Ohio.

Part II of the PEQ dealt with competency areas related to five categories of training and development specialists: Instructor (INST), Designer (DES), Manager (MAN), Consultant (CONS), and Counselor (COUN). Table 4 places in rank order, by percentages, subject perceptions of essential competencies for each category of training and development specialist. For purposes of this discussion, the five categories of training and development personnel will be viewed in light of those six competencies to which respondents assigned top priority. Ranked as priorities for Instructors were competencies pertaining to knowledge of training equipment and materials, communication skills, human relations skills, teaching practice, knowledge of learning theory, and knowledge of adult psychology. Most important for Designers were course design skills, knowledge of learning theory, research methods, knowledge of

Table 4

Percent of Respondents Indicating Which Competencies are Essential for Training and Development Persons in Rank Order by Category

Instructor																								
Competency	20	4	10	18	12	6	11	7	13	14	5	8	23	9	2	22	16	17	19	3	21	1	15	24
Rank	1	2	3	3	4	5	5	6	7	8	9	9	10	11	12	13	14	15	16	17	17	18	19	20
% of Respondents Checking	85	84	82	82	78	77	77	74	72	57	56	56	52	51	49	45	44	42	39	35	35	34	14	8
Designer																								
Competency	5	12	3	20	4	8	22	6	7	19	11	17	10	13	23	16	21	2	18	9	14	1	15	24
Rank	1	2	3	3	4	5	5	6	7	8	9	9	10	10	10	11	12	13	14	15	16	17	18	19
% of Respondents Checking	78	73	70	70	67	65	65	59	56	54	52	52	50	50	50	48	56	45	43	37	33	28	27	5
Manager																								
Competency	1	13	17	4	10	9	8	16	21	6	22	11	23	7	2	12	19	14	3	20	13	18	5	24
Rank	1	2	2	3	4	5	6	6	6	7	8	9	9	10	11	12	13	14	15	15	16	17	18	19
% of Respondents Checking	84	81	81	79	77	74	73	73	73	72	67	66	66	65	61	59	57	55	49	49	39	38	37	4
Consultant																								
Competency	4	9	6	11	17	10	23	3	2	21	12	16	14	19	22	8	15	20	1	7	5	13	18	24
Rank	1	2	3	3	3	4	4	5	6	6	7	8	9	10	10	11	12	13	14	14	15	15	16	17
% of Respondents Checking	73	68	67	67	67	66	66	65	63	63	62	61	59	57	57	56	51	49	46	46	45	45	43	5

Table 4 (cont'd)
Percent of Respondents Indicating Which Competencies are Essential for Training and Development Persons in Rank Order by Category

	Counselor																							
Competency	6	10	4	2	11	19	16	14	13	12	17	9	21	23	1	7	3	8	20	22	18	15	5	24
Rank	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	14	15	15	15	15	16	17	18	19
% of Respondents Checking	70	70	69	62	50	49	48	46	44	43	42	37	33	31	24	24	21	21	21	21	20	15	10	4

training equipment and materials, communication skills, and program evaluation skills. Managers were identified as requiring administrative skills, manpower planning skills, human relations skills and team building skills. Consultants were recognized as needing communication skills, team building skills, knowledge of adult psychology, group dynamics, knowledge of organizational characteristics, and human relations skills. Finally, persons filling counseling roles were seen as requiring knowledge of adult psychology, human relations, communication skills, social issues, group dynamics, and diagnostic skills.

Common among the top six competencies for each category of training and development specialist was communication skill. Recognized under four categories was human relations skill while knowledge of adult psychology and development was placed among the top six for each of three categories.

Table 5 also identifies information pertaining to competencies. For this illustration, comparisons were made relating the extent to which the four groups (HLT, GOV, NPR, and BUS) agreed upon particular competencies. Chi square tests were then computed for each competency by category; Instructor, Designer, Manager, Consultant and Counselor.

Subjects from health, government, nonprofit and business sectors, maintained nearly identical perceptions of the competency requirements for each training and development personnel category. It is likely that the various roles played by training and development specialists are not so discrete as this study's five categories of specialists would suggest. The literature consulted as background for this assessment, support the idea that training and development specialists perform more than one role, and perhaps all five under varying circumstances, thereby using competencies from each of the five categories. What is more,

Table 5

Agreement and Significant Disagreement on Competencies between Health, Government, Nonprofit and Business Organizations by Categories of Training and Development Personnel.

Competency	Inst.	Designer	Manager	Consultant	Coun.
1	n.s.	n.s.	n.s.	n.s.	n.s.
2	n.s.	n.s.	*sig*	n.s.	n.s.
3	n.s.	n.s.	n.s.	n.s.	n.s.
4	n.s.	n.s.	n.s.	n.s.	n.s.
5	*sig*	n.s.	n.s.	n.s.	n.s.
6	n.s.	n.s.	n.s.	n.s.	n.s.
7	n.s.	n.s.	n.s.	n.s.	n.s.
8	*sig*	n.s.	n.s.	n.s.	n.s.
9	n.s.	n.s.	n.s.	n.s.	n.s.
10	n.s.	n.s.	n.s.	n.s.	n.s.
11	n.s.	n.s.	n.s.	n.s.	n.s.
12	n.s.	n.s.	n.s.	n.s.	n.s.
13	n.s.	n.s.	n.s.	n.s.	n.s.
14	n.s.	n.s.	n.s.	n.s.	n.s.
15	n.s.	*sig*	n.s.	n.s.	n.s.
16	n.s.	n.s.	n.s.	n.s.	n.s.
17	n.s.	n.s.	n.s.	n.s.	n.s.
18	*sig*	n.s.	n.s.	n.s.	n.s.
19	n.s.	*sig*	n.s.	n.s.	n.s.
20	n.s.	n.s.	n.s.	n.s.	n.s.
21	n.s.	*sig*	n.s.	n.s.	n.s.
22	n.s.	*sig*	n.s.	n.s.	n.s.
23	n.s.	n.s.	n.s.	n.s.	n.s.
24	n.s.	n.s.	n.s.	n.s.	n.s.

Note: *sig* — χ^2 significant, $p < .05$

major similarities exist in the role of training and development personnel from one organizational type to another though the organizations themselves may vary with regard to structure and purpose.

Though the respondents generally agreed upon the competencies of training and development specialists, there were 5 competencies among 24 for which significant differences did exist. Table 6 identifies those competencies where disagreement occurred (significant χ^2 value - $p < .05$) and those where agreement was sustained among remaining groups (non-significant χ^2 value - $p > .05$). Three competencies, when applied to the Instructor category, yielded significant differences among the four organizational types. Subjects from health care organizations viewed course design skills (83 percent) and program evaluation skills (78 percent) as essential, while business respondents felt that design skills (42 percent) and program evaluation skills (51 percent) were essential. Only 28 percent of government and 43 percent of nonprofit organization respondents saw program evaluation skills as essential for Instructors. Teaching practice for instructors was viewed as being essential by 91 percent of health, 86 percent of nonprofit, and 87 percent of business organization respondents but only 43 percent of government-based subjects shared this view.

Significant differences also emerged for four competencies in the Designer category. Manpower planning skills were seen as essential by 71 percent of respondents from the nonprofit sector, while 48 percent of health, 0 percent of government, and 16 percent of business organizations reported this competency essential. Diagnostic skills were viewed essential by 69 percent of business sector respondents but less than

Table 6
Competency Areas in Which Groups (HLT, GOV, NPR, BUS) Differed and the Percentage of a Group Responding to Competency Area

Item (Competency)	How Many Checked Essential: % of Group Responses				* χ^2
	HLT	GOV	NPR	BUS	
(5) Course Design Skills for Instructor	83%	57%	57%	42%	$\chi^2 = 10.0$
(8) Evaluation Skills (Program) for Instructor	78%	28%	43%	51%	$\chi^2 = 7.7$
(18) Teaching Practice for Instructor	91%	43%	86%	82%	$\chi^2 = 8.5$
(15) Manpower Planning Skills for Designer	4.8%	0%	71%	16%	$\chi^2 = 17.0$
(19) Diagnostic Skills for Designer	39%	29%	29%	69%	$\chi^2 = 9.7$
(21) Knowledge of O.D. for Designer	65%	14%	71%	38%	$\chi^2 = 9.3$
(22) Training Needs Analysis for Designer	70%	14%	71%	69%	$\chi^2 = 8.5$

*Note: All χ^2 significant: $p < .05$

40 percent of health, government and nonprofit representatives considered diagnostic skills essential. Knowledge of organizational development was judged essential by 65 percent of health and 71 percent of nonprofit representatives but by only 14 percent of government and 38 percent of business respondents. Finally, training needs analysis was seen as essential for Designers by 69 percent or more of the respondents in health, nonprofit and business organizations. This belief was shared by only 14 percent of subjects from the government sector.

A conclusive explanation for these significant differences in the Instructor and Designer categories is not possible with present data. It may be surmised, however, that different organizations define these two roles in slightly different ways. For example, diagnostic skills in business may be of critical importance where rapidly changing market conditions trigger production changes and create new training demands. In health, government and nonprofit sectors, it is likely that diagnostic skills are less critical as these institutions are not called upon to respond to a rapidly changing market place.

Table 7 reports the summary statistics for all responses to item 5, Part III, of the PEQ. Item 5 asked respondents to indicate whether they would enroll in a graduate program designed to prepare postsecondary educators for work in training and development. Fifty-three percent indicated that they would consider enrollment. The second section of item 5 asked the subjects if they would consider enrolling in nondegree course work. Seventy-six percent reported a willingness to participate in course work. Finally, respondents were asked if they would encourage colleagues to enroll in a degree program or nondegree course work. Ninety-three percent of the respondents

Table 7
Summary Statistics for Part III, Item 5 of PEQ for All Respondents

Item	Statistic
(5.) Enroll in Grad. Program	
Yes	53%
No	47%
Enroll in Coursework	
Yes	76%
No	24%
Encourage Colleagues to Enroll in	
a.) Degree	
Yes	93%
No	7%
b.) Course	
Yes	91%
No	9%

indicated their willingness to encourage others to enroll in a degree program, while 91 percent said they would encourage colleagues to enroll in nondegree courses.

Each section of item 5 was also analyzed by comparing the agreement between organizational groups (HLT, GOV, NPR, and BUS). Chi square tests for all items were nonsignificant ($p > .05$) indicating that subjects from all four organizational types were a like in their desire to enroll or encourage others to enroll for a graduate program or course work.

Conclusions

This needs assessment was undertaken to: (A) Assess the need for baccalaureate and master's level training and development specialists in business, health, government and nonprofit organizations in Northeast Ohio; (B) Assess the need for nondegree continuing education for training and development specialists; (C) Identify the competencies needed by training and development specialists; (D) Assess the competencies training and development personnel felt were most essential to a postsecondary education program; and (E) Identify the background, prior training and associated personnel characteristics of incumbent training and development specialists.

The conclusions which follow were drawn from the assessment's findings.

1. A need exists for master's level training and development specialists among Northeast Ohio health, government, nonprofit, and business organizations.

2. A substantial need exists for baccalaureate level training and development specialists among Northeast Ohio health, government, nonprofit, and business organizations.

3. A pressing need exists for continuing non-degree learning opportunities for persons already employed as training and development specialists.

4. Competencies needed by training and development specialists can be readily identified, catagorized and prioritized for use in program development.

5. Competencies needed by training and development specialists are, in the majority of cases, already delivered by the College of Education through programs geared to traditional audiences.

6. Training and development competencies most essential to a postsecondary education program already, and not a part of the earlier Graduate Program in Higher Education, are achieveable through adjustments in objectives and contents of existing courses, faculty development, or other units of the university.

7. Though heterogeneous in background and organizational affiliation, training and development specialists understand their roles, functions and educational needs to be similar.

Implications and Recommendations

The following recommendations are directed to educational leaders from throughout Ohio, to colleges of education and to members of ASTD and other adult educator organizations.

Implications and recommendations for colleges of education:

1. College of education programs are adaptable to new audiences of postsecondary educators. It is recommended that future redesign of degree and nondegree programs focus on potential markets viewed through the broadest possible definition of professional education.

2. It is recommended that the colleges of education identify existing curricula which might be appropriately delivered without reference to such specific educational levels as elementary or secondary.

3. It is recommended that faculty members hired in the future be considered in light of their experience or disposition to preparing the broadest range of professional educators via their scholarly concentration.

4. It is recommended that the colleges of education pursue formal needs assessment of all professional educators in both urban and rural communities.

5. It is recommended that colleges of education establish permanent liaison with such professional organizationals as ASTD.

Implications and recommendations for members of ASTD:

1. Research pertinent to the needs of postsecondary educators is gaining momentum. Knowledge about the needs of these educators will result in the availability of a wider variety of preservice and inservice programming than has previously been available. It is recommended that ASTD continue to encourage enrollment in collegiate programming that has been developed to meet the needs of training and development specialists.

2. Motivations vary for the recognition of new audiences by collegiate institutions. It is recommended that ASTD continue to identify pertinent educational needs of members while seeking effective ways of communicating these needs to colleges of education.

3. It is recommended that ASTD foster increased liaison with colleges of education and with traditional academic associations such as the American Association for Higher Education (AAHE) so as to share in the development of all postsecondary education for the future.

Epilogue

Instructional staff and program leaders at Cleveland State University are currently applying the findings from this needs assessment to program development. As a first step, a new Program of Studies

document (Appendix D) was prepared. Under this frame work, course objectives are being redrafted and, where appropriate, content is being redesigned to establish the Graduate Program in Postsecondary Education.

Notes

1. "Core Competencies of Trainers," CANADIAN TRAINING METHODS, December, 1976.

2. Public Services Commission of Canada, JOB PROFILES TRAINER (Ottawa, Canada: 1975).

3. Public Service Commission of Canada, PERSONAL DEVELOPMENT PROFILE FOR SKILLS AND COMPETENCIES IN TRAINING AND EDUCATION METHODOLOGY [by B. G. O'Neil], (Ottawa, 1976).

4. U. S. Civil Service Commission, THE EMPLOYEE DEVELOPMENT SPECIALISTS CURRICULUM DEVELOPMENT PLAN, Bureau of Training, Training Leadership Division (Washington, D.C.: November, 1976).

5. James Briers, CAPABILITIES OF AN INDUSTRIAL TECHNOLOGIST (Unpublished document, Ohio Bell Telephone Company, February 27, 1978, Cleveland, Ohio).

6. Malcolm S. Knowles, THE MODERN PRACTICE OF ADULT EDUCATION: ANDROGOGY VS. PEDAGOGY (New York: Association Press, 1970).

7. Malcolm S. Knowles, THE ADULT LEARNER: A NEGLECTED SPECIES (Houston: Gulf Publishing, 1973).

8. Malcolm S. Knowles, SELF-DIRECTED LEARNING: A GUIDE FOR LEARNERS AND TEACHERS (New York: Association Press, 1975).

9. David Kolb, THE LEARNING STYLE INVENTORY TECHNICAL MANUAL (Boston, Massachusetts, 1976).

10. David Kolb, and M. S. Plovnick, "The Experiential Learning Theory of Career Development," in NEW PERSPECTIVES IN ORGANIZATIONAL CAREERS, J. VanMannen, Editor (New York: John Wiley and Sons, 1976).

11. METHODS IDENTIFIER FOR GAINING KNOWLEDGE SKILLS AND ATTITUDES (Unpublished document, American Airlines, New York 1966).

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U. S. Civil Service Commission. THE EMPLOYEE DEVELOPMENT SPECIALIST CURRICULUM DEVELOPMENT PLAN, Bureau of Training, Training Leadership Division. Washington, D.C.: November, 1976.

APPENDIX A

THE CLEVELAND STATE UNIVERSITY

HIGHER EDUCATION PROGRAM

Program of Studies

			Credit Hours	Total Hours in Area
I.	College Core - Required of all students			7
A.	EDB 501	Educational Research	(4)	
B.	EDB 502	Human Relations or	(3)	
C.	EDB 500	Metro Foundations of Education (May be substituted for EDB 502 with consent of advisor.)	(3)	
II.	Higher Education Program Core - Required of all students			27
A.	EDE 561	Modern Higher Education in a Changing Society	(3)	
B.	EDE 563	Themes and Approaches to Learning in Higher Education	(3)	
C.	EDE 566	Psychology of the Adult Learner	(3)	
D.	EDE 567	Pre Practicum in Higher Education	(1)	
E.	EDE 568	Counseling Theory and Practice in Higher Education	(3)	
F.	EDE 507	Principles of School Administration	(3)	
G.	EDE 571	Community and Junior College Perspectives	(3)	
H.	EDE 564	Internship in Higher Education (May not be taken prior to completion of 30 credit hours.)	(3 & 5)	
III.	Area Emphasis Program Courses			
A.	Area Emphasis A - Instruction			16-18 minimum
1.		Content major in teaching field or electives determined with advisor.	(10 - 12)	
2.	EDB 570	Introduction to Curriculum Theory and Development	(3)	
3.	EDE 574	Introduction to Supervision Theory and Practice	(3)	
B.	Area Emphasis B - Administration			16
1.	EDE 575	General Systems Theory	(4)	
2.	EDE 569	Higher Education Administration and Organization	(3)	
3.	EDE 607	Organizational Behavior and Change	(3)	
4.	EDE 523	Group Process and Practice	(3)	
5.	EDE 565	Student Personnel Services in Higher Education	(3)	

		Credit Hours	Total Hours in Area
C.	Area Emphasis C - Counseling		19
1.	EDE 517 Principles of Guidance	(3)	
2.	EDE 523 Group Process and Practice or	(3)	
	EDE 572 Interpersonal Skills in Supervision	(3)	
3.	EDE 524 Information Skills in Counseling	(3)	
4.	PSY 523 Assessment Technology	(4)	
5.	EDE 565 Student Personnel Services in Higher Education	(3)	
6.	EDE 526 Counseling Practicum (takes the place of 5 credit hours of EDE 564, Internship in Higher Education)	(8)	
D.	Area Emphasis D - Students with Master's Degree		
	Courses and experiences in addition to the College and Higher Education Program Core will be determined on the basis of student's background, interest, and need.		
IV.	Free Electives (Graduate Level)		3-6
	TOTAL HOURS		51-58

For specific admissions procedures, see catalogue information.

Admission

A student seeking a master's degree in content department (e.g., biology) and the higher education sequence, must apply to the college and department of his major. Such students should also notify the Department of Educational Specialists, College of Education.

A student seeking a master's degree in education applies directly to the College of Education as instructed in the enclosed catalog copy.

Selective Retention Courses 14

These courses are now identified as:

1.	EDB 501 Educational Research	(4)
2.	EDE 561 Modern Higher Education in a Changing Society	(3)
3.	EDE 567 Pre Practicum in Higher Education	(1)
4.	Two of the following four courses:	
A.	EDE 566 Psychology of the Adult Learner	(3)
B.	EDE 568 Counseling Theory and Practice in Higher Education	(3)
C.	EDE 507 Principles of School Administration	(3)
D.	EDE 563 Themes and Approaches to Learning in Higher Education	(3)

POSTSECONDARY EDUCATION QUESTIONNAIRE
(Training and Development)

Part I

Instructions:
Please respond to each question as indicated. Your written comments and clarifications will be particularly appreciated.

1. Does your organization employ training and development personnel?

_____Yes _____No

If yes, approximately what percent hold:

No degree _____% Masters _____%
Bachelors _____% Doctorate_____%

How many are employed by your organization in the Greater Cleveland area _____

2. Is there a need in your organization for persons specifically prepared at the bachelors degree level with competency in training and development?

_____Yes _____No

Comment:

3. Is there a need in your organization for persons specifically prepared with graduate degree level competency in training and development?

_____Yes _____No

Comment:

4. Do training and development personnel in your organization need continuing or non-degree courses that might be provided by a college or university?

_____Yes _____No

Comment:

5. Does your corporation or community agency lend financial support to the graduate or inservice education of training and development specialists from your organization?

_____Yes _____No

If yes, check all that apply:

_____Tuition reimbursement _____Other (please indicate
_____Released time _____
_____Paid internship _____
_____Leave of absence _____

6. How many openings in training and development will you have during the next 12 months for which you would consider persons trained at the graduate level?

_____

7. In what type of organization does your training operation exist? (Check one)

_____Business (consumer service)
_____Business (manufacturing)
_____Business (heavy industrial)
_____Business, Other (specify)
_____
_____
_____Hospital
_____Other Health Care (specify)
_____
_____
_____Government agency
_____Other Non-Profit Agency (specify)
_____
_____

8. What is the job market for training specialists?

_____Excellent (Many positions currently go unfilled)
_____Good (Persons with master's level training are needed)
_____Fair (A few positions are available each year)
_____Poor (Very few positions available)

9. Does your training and development program have:

_____Rapid turnover of training and development personnel
Explain:

_____Occasional turnover of training and development personnel
Explain:

_____Stable training and development staff
Explain:

10. Please describe the training and development personnel in your organization by marking as many descriptors as appropriate:

_____Trained professional organizational developers
_____Business persons with some O.D. training
_____Former school educators
_____Persons with little previous knowledge of business or O.D.
_____Persons whose career goals lie outside O.D.
_____Persons moving through the organization to leadership positions
_____Persons moved laterally from line into staff position in the organization
_____Persons who have held several positions in the organization
_____Persons whose careers are relatively young
_____Persons whose careers are largely established
_____Other (please describe)
_____
_____
_____

PART II

Instructions:
Listed below are "Broad Areas of Competency" which various training and development persons might be expected to apply. Please mark with an "X" those competency areas which you feel are essential for each category of training and development person.

BROAD AREAS OF COMPETENCY	CATEGORY OF TRAINING AND DEVELOPMENT PERSON				
	Instructor	Designer	Manager	Consultant	Counselor
1. Administration skills					
2. Knowledge of social issues					
3. Research methods and applications					
4. Communication skills					
5. Course design skills					
6. Knowledge of adult psychology and development					
7. Evaluation skills (instruction)					
8. Evaluation skills (program)					
9. Team building					
10. Human relations skills					
11. Group dynamics					
12. Knowledge of learning theory					
13. Ability to assess prior student learning					
14. Intervention skills					
15. Manpower planning skills					
16. Knowledge of person/organization interface					
17. Knowledge of organizational characteristics					
18. Teaching practice					
19. Diagnostic skills					
20. Knowledge of training equipment and materials					
21. Knowledge of organizational development theory					
22. Training needs analysis skills					
23. Knowledge of literature of business/education					
24. Others (please write in					

Part III

Instructions:
Please mark each question as indicated. Your written comments, where indicated, would be appreciated.

1. What is your current job title? _____

2. Your highest level of formal education:

_____Non-degree	_____Work beyond master's
_____Bachelor's degree	_____Doctorate
_____Work beyond bachelor's	_____Post doctorate
_____Master's degree	

3. Briefly describe how you entered the field of training and development.

4. Your age: _____ Sex: Male_____ Female_____

5. Would you consider enrolling in a graduate program designed to prepare post-secondary educators for work in training and development?

_____Yes _____No

Would you consider enrolling for graduate level course work though not necessarily for a formal degree program?

_____Yes _____No

Would you encourage your colleagues and employees to enroll in a degree program or individual course work?

Degree Program:	Course Work:
_____Yes _____No	_____Yes _____No

Please return the completed questionnaire in the addressed postage paid envelope.

THANK YOU FOR YOUR HELP.

APPENDIX C
CLEVELAND STATE UNIVERSITY
College of Education

HIGHER EDUCATION PROGRAM

PURPOSE

The primary purpose of the Cleveland State University Master's Program in Higher Education is to provide professional education opportunities for students seeking entry level positions in post-secondary education, especially general and academic administration* and professional counseling. Second, the Program provides both pre-service and in-service opportunities for persons with appropriate technical backgrounds seeking to develop and/or upgrade professional knowledge and skills in teaching and learning, especially allied health and occupational technical fields.

OBJECTIVES

I. General Program Objectives

1. Show evidence of understanding institutions of post-secondary education and the processes by which decisions are made in such settings.
2. Show evidence of clear and specific understanding and application of roles and functions within post-secondary education settings.
3. Demonstrate interpersonal competence in collaborating with other educators in the planning for change.
4. Demonstrate competence to plan, implement, evaluate and document action research projects.
5. Demonstrate understanding of the behavior, learning, development and adjustment issues of the adult learner.
6. Demonstrate basic understanding of the process of curriculum development and instruction.
7. Develop an awareness of the appropriate applications of counseling in post-secondary settings.

II. Area Emphasis A - Instruction Objectives

1. Demonstrate evidence of depth of subject specialization.
2. Demonstrate understanding of curriculum theory.
3. Demonstrate understanding of process of supervision and supervision theory.
4. Demonstrate evidence of instructional approaches.

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*General and Academic Administration (Not an exhaustive list)
1. Assistants to Deans and other academic administrators
2. Student Services (Admissions & Records, Student Activities, Financial Aid, Placement, etc.)
3. Community Services
4. Media Services
5. Business and Financial Affairs (with appropriate business background)

III. Area Emphasis I - Administration Objectives

1. Show evidence of knowledge of current administrative theories.
2. Demonstrate understanding of the implications of the administrative process.
3. Demonstrate understanding of legal, economic, socio-cultural and policy limitations within which an administrator must function.
4. Demonstrate competence in the areas of communications, decision-making, evaluation, and conflict management.
5. Demonstrate knowledge of the governance structure of post-secondary institutions.
6. Demonstrate knowledge of how couponents within post-secondary institutions relate to one another (i.e., service $\longleftrightarrow$ academic).
7. Demonstrate knowledge of elementary budgetary procedures.
8. Demonstrate knowledge of how funds are generated for post-secondary institutions.
9. Demonstrate knowledge of the objectives of the different types of post-secondary institutions (community colleges, technical schools, colleges, universities, etc.).
10. Demonstrate knowledge of the rights of students and faculty.
11. Demonstrate knowledge of basic staff development procedures.
12. Understand concepts of leadership and develop a personal style of leadership.
13. Demonstrate basic understanding of academic support processes, e.g., registration, admissions, financial aid, counseling.
14. Show evidence of ability to apply systems theory to planning process.

IV. Area Emphasis C - Counseling Objectives

1. Identify specific concern(s) or problem(s).
2. Demonstrate through "attending" behavior, an understanding of the counselee's verbal-nonverbal communication: Verbally by re-stating the client's ideas and/or feelings from the client's point of view and to the client's satisfaction. Nonverbally through eye contact, smiles, nods, postural position, and gestures.
3. Establish minimum facilitative conditions with clients through: empathy, respect, concreteness or specificity, genuineness, confrontation, immediacy of relationship (Carkhuff).
4. Collect (indirectly and/or directly) and analyze objective and subjectiv observational data on the client.

5. Specify immediate and less immediate antecedents (contributing factors) to the identified concern(s) or problem(s).

6. Specify consequences of behavior.

7. Develop specific working hypotheses based on an analysis of the observational data.

8. Specify mutually agreed upon goals with counselee.

9. Suggest specific intervention(s) or strategies and its rationale to help the counselee resolve a concern or problem.

10. Show evidence of being able to utilize specific knowledge of educational, occupational, personal-social information, and community resources as needed in counseling interviews.

11. Show evidence of specific understanding and application of legal and ethical considerations throughout counseling interviews.

12. Show evidence of responding to counselee's needs, anxieties, and motivations.

13. Show evidence of a sense of purpose, control, and overall direction throughout counseling sessions.

14. Show evidence of ability to make referrals based on a specific knowledge of professional competence and limitations, client needs, and institutional requirements.

15. Show evidence of exploring, with the client, the congruencies and incongruencies with personal and societal value systems.

16. Recognize and be able to operationalize the major steps in the counseling process:

    a. Receive clients
    b. Explore CL problem/concern
    c. Diagnosis problem/concern
    d. Establish CL goals
    e. Plan interventions
    f. Implement interventions
    g. Monitor progress
    h. Compare intervention results with established goals

17. Provide leadership in developing and implementing career orientation programs.

For further information contact: Dr. Brent W. Poppenhagen
The Cleveland State University
University Tower 1406
College of Education
Cleveland, Ohio 44115
(216) 687-4610

CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL SPECIALISTS (216) 687-4613

January 2, 1979

To: Training and Development Specialists

The Cleveland State University, College of Education is developing graduate level courses for training and development specialists in business, industry, technical institutes, community agencies, and health care facilities.

The enclosed questionnaire will help us identify your needs. The questionnaire is anonymous. Your candid response is requested and strongly desired. Would you be so kind as to complete the questionnaire and return it in the addressed, postage paid envelope. We would appreciate the questionnaires' return by January 16th, 1979.

Please accept our thanks for your help. You will receive a summary of the survey information.

Sincerely,

Brent Poppenhagen
Coordinator
Graduate Program in Postsecondary Education

THE CLEVELAND STATE UNIVERSITY

Post-Secondary Education Program

Program of Studies

			Credit Hours	Total Hours in Area
I.	College Core - Required of ALL Students			13
A.	EDB 600	Social Issues in Education (or, if appropriate, Comparative Educ., History of Educ., Philosophy of Educ.)	3	
B.	EDB 601	Educational Research	4	
C.	EDE 666	Psychology of the Adult Learner	3	
D.	EDE 668	Counseling with Adults	3	
II.	Post-Secondary Education Program Core - Required of ALL Students			13-18
A.	EDE 667	Introduction to Post-Secondary Education	1	
B.	EDE 661	Modern Higher Education in a Changing Society	3	
		OR*		
	EDE 635	Principles of Adult Education		
C.	EDE 663	Themes and Approaches to Learning in Post-Secondary Education	3	
D.	EDE 669	Post-Secondary Educational Organization and Leadership	3	
E.	EDE 664	Internship in Post-Secondary Education (May not be taken prior to completion of 30 credit hours.)	3 & 5	

*The choice between EDE 661 and EDE 635 is to be career specific. Students who anticipate a career in higher education should select EDE 661 while those who anticipate a career in business, industry, or a community agency may wish to select EDE 635.

III.	Area Emphasis Program Courses			
A.	Area Emphasis A - Instruction*			19
1.	EDB 656	Media Production	3	
2.	EDB 657	Instructional Development	3	
3.	EDB 711	Evaluation and Innovation	4	
4.		Content major in teaching field or electives determined by program emphasis.	9	

*Additionally, EDE 636, Organization and Administration of Adult Education, is recommended for persons in an adult education setting.

			Credit Hours	Total Hours in Area
B.	Area Emphasis B - Administration			19
1.	(2 of 3)			
	a. EDE 675	General Systems Theory	4	
	b. EDE 636	Organization and Administration of Adult Education	4	
	c. EDE 707	Organizational Behavior in Educ. Settings	3 (7-8)	
2.	(2 of 3)			
	a. EDE 665	Student Personnel Services in Post-Secondary Education	3	
	b. EDE 671	The Two-Year College: Its Character and Challenge	3	
	c. EDE 673	Seminar: Problems in Post-Secondary Education	3 (6)	
3.	Electives		5-6	
C.	Area Emphasis C - Counseling*			25
1.	EDE 623	Group Process and Practice	3	
2.	EDE 621	Diagnosis of Human Functioning	4	
3.	EDE 624	Information Skills in Counseling	3	
4.	PSY 523	Assessment Technology	4	
5.	EDE 665	Student Personnel Services in Post-Secondary Education	3	
6.	EDE 626	Counseling Practicum (Takes the place of 5 credit hours of EDE 664, Internship in Post-Secondary Education.)	8	

*Persons holding a state teaching certificate may wish to qualify for a state counseling certificate by electing EDE 617, Principles of Guidance, in addition to the above requirements.

D. Area Emphasis D - Students with Master's Degree

Courses and experiences in addition to the College and Post-Secondary Education Coreswill be determined on the basis of the student's background, interest, and need.

Note: Completion of the Master's Degree requires that the student successfully take a written comprehensive exam or complete a thesis or project option.

TOTAL HOURS 50-51

Admission

A student seeking a master's degree in content department (e.g., biology) and the post-secondary education sequence, must apply to the college and department of his major. Such students should also notify the Department of Educational Specialists, College of Education.

A student seeking a master's degree in education applies directly to the College of Education.

For specific admissions procedures, see catalogue information.

It is strongly recommended that students take the following courses at the outset of their program. Though no sequence is implied, EDE 667 and 661 or 635 should be taken at the first opportunity.

1. EDB 601 Educational Research (4)
2. EDE 661 Modern Higher Education in a Changing Society (3)
   OR
   EDE 635 Principles of Adult Education (3)
3. EDE 667 Introduction to Post-Secondary Education (1)
4. Two of the following four courses:
   a. EDE 666 Psychology of the Adult Learner (3)
   b. EDE 668 Counseling with Adults (3)
   c. EDE 669 Post-Secondary Educational Organization and Leadership (3)
   d. EDE 663 Themes and Approaches to Learning in Post-Secondary Education (3)

Author Biographies

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